

*The preservice teacher  
knows the discipline...*

*Speech and Theatre/Drama  
Education*  
*(Grades 5-12)*

## Introduction

The following competencies are intended to clarify Standard 1.1, “. . . knows the discipline,” in the Missouri Standards for Teacher Education Programs MoSTEP process. The competencies are firmly rooted in the profession’s best knowledge and practices. They are drawn from the American Alliance for Theatre and Education (AATE) and the Speech Communication Association (SCA) Guidelines. The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers.

*NOTE: **Bold statements** within the text of a competency represent the main idea to be taught to the beginning speech or theatre/drama teacher.*

The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

### Speech and Oral Communication

<b>1. Fundamentals of Communication</b> (CA 1-2, FA 1; G 1.1-1.10, 2.1-2.5, 2.7; SCA I-III)	<ol style="list-style-type: none"> <li>1. The <b>communication process</b> as it applies to the different levels of intrapersonal, interpersonal, small group, public, and mass communication;</li> <li>2. The <b>role of communication</b> in creating meaning and influencing individuals and groups;</li> <li>3. The variables and skills contributing to <b>effective listening</b>;</li> <li>4. The <b>components of an effective message</b>, including appropriate use of language, voice and diction, and nonverbal elements;</li> <li>5. Necessary skills to <b>adapt verbal and nonverbal messages</b> to various receivers; and</li> <li>6. The role of the individual in a free society to establish and maintain <b>ethical standards</b> in oral communication.</li> </ol>
<b>2. Public and Presentation Speaking</b> (CA 5-7; G 1.1-1.10, 2.1-2.5, 2.7; SCA III-IV)	<ol style="list-style-type: none"> <li>1. The <b>types</b> of public speaking (informative, persuasive, etc.);</li> <li>2. <b>Rhetorical strategies</b> as applied to public speaking;</li> <li>3. <b>Research skills</b> and use of <b>evidence in reasoning</b>;</li> <li>4. <b>Organizational patterns</b> in public speaking;</li> <li>5. Word selection and arrangement in accordance with the <b>principles of effective oral style</b>; and</li> <li>6. <b>Delivery styles and techniques</b> in formal and informal presentations.</li> </ol>

The Speech and Theatre/Drama Education competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards abbreviated as:  
 CA 1,4 = Communication Arts section, statements 1 and 4  
 FA 1 = Fine Arts section, statement 1  
 SS 6 = Social Studies section, statement 6  
 G 2.1-2.5, 2.7 = Goal 2, statements 1 through 5 and 7.
- Teacher Preparation and Certification Standards: Speech/Communication/Theatre Teachers, a collaborative project of American Alliance for Theatre & Education (AATE) and Speech Communication Association (SCA) abbreviated as:  
 SCA X = Speech/Communication/Theatre Teachers Standard 10.
- Cross reference to Missouri's minimum requirements for certification is not necessary because these requirements are based on total semester hours completed.

The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<b>3. Oral Interpretation</b> (CA 3, 5-6; G 1.1-1.10, 2.1-2.5, 2.7; SCA VI)	<ul style="list-style-type: none"> <li>• The <b>process of the oral interpretation</b> of literature including elements of material selection, text analysis, audience adaptation, rehearsal, and performance;</li> <li>• <b>Forms of performance literature and performance mediums</b> (i.e., individual and group); and</li> <li>• <b>Voice and movement</b> as they relate to performance in oral interpretation.</li> </ul>
<b>4. Argumentation and Debate</b> (CA 5, G 1.1-1.10, 2.1-2.7, 3.1-3.3; SCA IV)	<ol style="list-style-type: none"> <li>1. <b>Formats of presentation in argumentation:</b> team/policy and Lincoln-Douglas/value debate, student congress, and mock trial;</li> <li>2. The technological tools and other resources used to <b>locate, select, and organize information</b> into useful forms for analysis and/or presentation;</li> <li>3. Evaluating the <b>accuracy of information</b> and the <b>reliability of its sources</b>;</li> <li>4. <b>Debate and argumentation theory</b> and current practices in the field of interscholastic competition; and</li> <li>5. Ethical standards and acceptable practices.</li> </ol>
<b>5. Interpersonal and Small Group</b> (CA 7; G 1.9; 2.1-2.3, 3.4, 3.7; SCA V)	<ol style="list-style-type: none"> <li>1. The <b>characteristics and processes</b> of interpersonal and small group communication within and across cultures, institutions and organizations;</li> <li>2. Role of intrapersonal and interpersonal communication in the <b>development of self-concept</b>; and</li> <li>3. Communication strategies for <b>managing conflict</b>.</li> </ol>
<b>6. Forensics</b> (SCA VIII, XIII)	<ol style="list-style-type: none"> <li>1. Understanding the administrative aspects of <b>tournament management</b>;</li> <li>2. <b>Directing a co-curricular program</b> in coaching/teaching forensic events offered at tournaments and events sponsored by the Missouri State High Schools Activities Association and National Forensic League; and</li> <li>3. Awareness of the <b>guidelines for evaluating interscholastic activities</b> established by Missouri State High Schools Activities Association and National Forensic League.</li> </ol>
<b>7. Mass Communication</b> (G 4.1-4.4, SCA VII)	<ol style="list-style-type: none"> <li>1. The <b>types and functions</b> of media and the <b>influence</b> of media on society;</li> <li>2. <b>Basic concepts</b> and production techniques of media;</li> <li>3. <b>Media literacy</b> and the skills to evaluate and participate as a</li> </ol>

The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

	<p>responsible media consumer; and</p> <p>4. The responsibility of the individual in a free society to recognize <b>ethical issues</b> surrounding the composition and use of media messages.</p>
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### Theatre/Drama

<p><b>8. Knowledge of Theatre</b> (G 1.9-1.10, 2.6; AATE II, VIII)</p>	<ol style="list-style-type: none"> <li>1. Understand the basic vocabulary of the theatre and its application;</li> <li>2. Through critical analysis, develop an appreciation by exposure to diverse theatrical productions;</li> <li>3. Statutory and regulatory issues relating to directing responsibilities (e.g., copyright, censorship, royalties, ethical standards of behavior);</li> <li>4. Safety precautions, rules, and procedures for theatre facilities;</li> <li>5. Awareness of vocational and avocational opportunities in theatre, film, television and electronic media as well as other careers which utilize theatre skills; and</li> <li>6. Understand the process of creating dramatic structure in playmaking and play writing.</li> </ol>
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The beginning (preservice) speech teacher will demonstrate a knowledge of and/or competency in the following areas of study:

<b>9. Theatre History/Styles</b> (AATE II, VIII)	<ul style="list-style-type: none"> <li>• Awareness of theatre history and how cultural and historical context effects artistic choices;</li> <li>• The lives, works, and influences of theatre artists in various cultures and historical periods;</li> <li>• Directing actors in their work with plays of representative periods, genres, and styles in a variety of mediums; and</li> <li>• Analyze, critique, and construct meaning from formal and informal theatre (e.g., radio, film, television, stage, improvisation, creative dramatics, and oral interpretation).</li> </ul>
<b>10. Process and Performance Skills</b> (AATE IX-XI)	<ul style="list-style-type: none"> <li>• Strategies for directing, including analysis, conceptualization, casting, conducting rehearsals, and coordinating formal and informal dramatic literature production;</li> <li>• Strategies for selecting materials appropriate to community standards and student needs;</li> <li>• Strategies for creating a director's concept through understanding philosophies of theatre, theatre forms, and major styles of acting and production;</li> <li>• Design and production techniques including scenery, properties, lighting, sound, costumes, make-up, stage management and business management;</li> <li>• Theatre skills related to physical movement interpretation, staging techniques, and their interrelationships; and</li> <li>• Acting skills through improvisation, imagination, focus, listening, voice, concentration, breath control, diction, use of the body, and characterization.</li> </ul>
<b>11. Aesthetics</b> (AATE II)	<ul style="list-style-type: none"> <li>• Understand theatre as a collaborative art form and its relationship to the other arts (i.e., dance, music, visual arts, and new art forms);</li> <li>• Elements of critiquing aesthetics in theatre performance; and</li> <li>• The responsibility of the individual in a free society to establish ethical standards, promote ethical behavior, and acknowledge freedom of artistic expression.</li> </ul>

# Development Committee

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Certification Requirements, Drama, grades 5-9, Missouri State Board of Education, effective 1997.

Certification Requirements, Speech, grades 5-9, Missouri State Board of Education, effective 1997.

Certification Requirements, Speech/Theatre, grades 9-12, Missouri State Board of Education, effective 1997.

Competencies for Beginning Teachers in Speech Communication Education, - Draft Missouri Advisory Council of Certification for Educators-(MACCE), 1994.

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Legislative and Policy Perspectives: Arts Education, Ad Hoc Consortium of National Arts Education Associations (American Alliance for Theatre and Education, Music Educators National Conference, National Art Education Association, National Dance Association).

Missouri's Frameworks for Curriculum Development, Missouri Department of Elementary and Secondary Education, 1996.

Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, Interstate New Teacher Assessment and Support Consortium-INTASC, Sponsored by the Council of Chief State School Officers.

National Teachers Examination, Educational Testing Service, Princeton, NJ. Specialty area test descriptions.

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Next Steps: Moving Toward Performance Based Licensing in Teaching, Interstate New Teacher Assessment and Support Consortium-INTASC.

Redesign of licensure of Kansas educators, Kansas State Board of Education, February 1996.

"The Show-Me Standards," Missouri Department of Elementary and Secondary Education.

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